MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Supporting NCEA Literacy in Health and Physical Education

The Health and Physical Education learning area includes physical movement, health, outdoor education and nutrition. Ākonga are required to read and interpret a wide range of texts covering concepts related to hauora, health, movement and recreation, as well as to communicate those concepts effectively.

The 2007 New Zealand Curriculum acknowledges the importance of literacy in the Key Competencies related to language, symbols and text. Through Health and Physical Education, ākonga can learn to:

» devise and implement strategies to improve their own and others' skills, hauora, and knowledge

» communicate in a range of ways, so that they can manage and thrive in the diverse environments with which they engage.

Ākonga of Health Studies can also learn to:

» use health promotion models to explain concepts and behaviours

» use models and frameworks to explain the complexity of health and wellbeing issues where social justice is a consideration

» understand how diverse interpretations and use of language, symbols, and text about health and food influence the decisions and behaviours of individuals and communities

» develop subject-specific literacy, to help them understand the language and strategies for meaning-making

» learn the vocabulary and symbols of different models of health and wellbeing

» develop understanding of verbal and non-verbal language associated with food customs and contexts

The key competencies related to participating and communicating mean that ākonga in Health and Physical Education can learn to:

» contribute to setting and challenging narratives about health and wellbeing in their communities and wider society

» promote and advocate for ecologically sustainable, safe, and positive relationships with physical activity,

Ākonga of Health Studies can learn to:

» gain confidence in making collective decisions and participating in kōrero about health, food, or wellbeing issues

» Health Studies also lists key competencies related to thinking, many of which are literacy dependent.

The NCEA Literacy standards are composed of a reading and writing strand, each of which has its own big ideas. These are unpacked further by the Significant Learning statements, which connect with the key competencies listed above. They share, for example, the view that ākonga need vocabulary knowledge to interpret information and that they need to communicate concepts effectively to a range of audiences.

The Literacy Pedagogy Guide (LPG) for Health and Physical Education takes the Big Ideas and Significant Learning and poses two questions:

» *What does literacy look like in Health and Physical Education?*

» *What can I do as a kaiako of Health and Physical Education?*

The LPG is not exhaustive, but illustrative of small but effective steps that any kaiako of Health and Physical Education (HPE) can select, trial and ultimately embed in their teaching practice.

Health and Physical Education Literacy Pedagogy Guide

Reading

	Significant Learning	What can this look like in HPE?	What can I do as a kaiako of HPE?

Big Idea 1: Ākonga make sense of written texts.	Ākonga use:
	
	» a processing system to decode and comprehend text. Readers develop expertise in using sources of information and comprehension strategies to make sense of text.
	
	» knowledge of text structures and features. Readers develop their knowledge of text features and use this to navigate and understand texts.
	
	» vocabulary knowledge. Successful comprehension depends on understanding most of the meanings of the words in the text.
		Sources of information include written, visual and multimodal texts. Infographics are common.
		
		Text types can be informative and persuasive. They include, but are not limited to:
		
		» Procedures in the form of instructions and directions.
		» Recounts in the form of reflective journals and diaries.
		» Information in the form of scientific reports.
		» Explanations in the form of written descriptions of a process.
		» Arguments in the form of discussions and opinions.
		
		Subheadings are important signposts of content.
		
		Information needs to be synthesised across a range of sources and different text types, e.g. models of health in infographic form, written research and reflection.
		
		There are three tiers of vocabulary:
		
		» Everyday words which ākonga must have a strong foundation in, as these make up the greatest proportion of text e.g. bend.
		» Words that are used across curriculum areas e.g. capacity. (See the Academic Word List).
		» Subject-specific vocabulary which makes up the smallest proportion of text e.g. anaerobic threshold.
			» Unpack infographics with ākonga, analyse their purpose and evaluate their effectiveness. (See How to read infographics.)
			» Share and analyse exemplars of common text types with ākonga e.g. elements of an argument include a statement of the main idea (or hypothesis), claims to elaborate on the main idea, and evidence to support the claims.
			» Model how to skim a text quickly to get an idea of what it is about using questions such as:
			  › What does the heading say?
			  › What do the diagrams show?
			» Teach ākonga how to scan the text to locate specific information, for example, by providing questions as cues, and analysing subheadings. Discuss the difference between skimming and scanning.
			» Use graphic organisers (a framework of the structure and content) to support ākonga to predict text structure and content, to make notes, to summarise information, and as a guide to writing a text. For example:
			  › Main Idea/Supporting Ideas is particularly useful when preparing for a debate or presentation on a specific HPE topic.
			  › Flow charts are useful for describing a procedure (how something is done) or a process (how something occurs)
			  › Tree diagrams are useful for classifying.
			» To support ākonga to build their vocabulary, they can:
			  › circle the words they don't know
			  › underline the words they have some understanding of
			  › predict/identify which words are necessary for the topic
			  › predict/identify which words are useful for this and across subjects.
			» Share the Academic Word List (AWL) in the form of Sublists of the Academic Word List.
			» Co-construct lists of topic specific vocabulary with ākonga, and revisit often.
			» Support ākonga to identify prefixes and suffixes and build knowledge of their meanings.
			» Build word families with ākonga e.g. able, ably, ability, disability, etc.
			» Use concept frames to develop understanding of the technical meaning of a word.
			» Use a tool like Word Hippo or a more specialised tool like the Merriam Webster Medical Dictionary, to support ākonga to research into words, meanings and forms, and grammatical context.

Big Idea 2: Ākonga read critically	Ākonga: » develop a critical awareness that enables them to consider who wrote a text, for whom, why, and whether it may have purposes that are not immediately apparent.	Authors have different purposes which align with text type. For example, the purpose of the explanation text type is to describe how something happens such as a process. Texts that require ākonga to read critically are largely those that present or argue a point of view. The text type is an argument or persuasive text. Ākonga need to be able to evaluate the reliability of the sources.	» Support ākonga to scan the text for clues as to author, text type, purpose, and intended audience. Use specific questions about purpose and audience. » For author's purpose, use a strategy like Question the author (QtA). » Support ākonga to read text closely by: › identifying argument indicators: e.g. thus, hence, and so › recognising any emotive vocabulary › identifying and evaluating the validity of claims and evidence › analysing reader-oriented features such as you, we. » Use elements of the Rauru Whakarare Evaluation Framework (Feekery & Jeffrey, 2019) which examines a text in terms of its mana (authority), its māramatanga (content), its whakapapa (background), and its aronga (lens or perspective).
Big Idea 3: Ākonga read for different purposes	Ākonga: » are clear about their purpose for reading and have appropriate strategies to meet that purpose » understand and use ideas in texts » locate and evaluate the ideas and information within and across a range of print and digital texts to meet their purpose.	Ākonga need to know when to skim, scan or read more text more closely. Not all texts are equal. Texts on the same topic can differ in terms of content and ideas. Visual texts have varying relationships to written texts: they can be parallel, they can add new information, they can be only loosely linked, or present different information from the written text.	» Discuss reading strategies[1] with ākonga and model how you read texts, and how you compare them. » Use KWL (Know/Want to know/Learned) charts to embed reading strategies of drawing on prior knowledge, predicting and summarising. » Use an Inquiry Chart (I-Chart) to find key information in different texts, to compare information and synthesise across different texts (these can be both written and visual). » Develop ākonga strategies for "reading" visual texts. For example you could ask: › What can you see? › How does it make you feel? › What is the image trying to tell us? » Provide questions for ākonga to ask before, during and after they have read a text; or support them to pose questions by reformulating subheadings as questions. » Explicitly teach note taking and summarising by listing key words and elaborating on them; or use graphic organisers focusing on categories of important content.

[1] (Dymock & Nicholson, 2010)

Writing

	Significant Learning	What can this look like in HPE?	What can I do as a kaiako of HPE?

Big Idea 1: Ākonga write meaningful texts for different purposes and audiences.	Ākonga:
	» use strategies within a writing process to plan and create texts
	» select content, text structure and language choices appropriate to purpose and audience
	» select and use vocabulary that is specific to their topic, purpose and audience
	» revise and edit their work.
		The writing process involves the recursive use of strategies of planning, composing and reviewing. As writing unfolds, good writers review how their text (at the level of language choice, content, and organisation) addresses audience and purpose. This guides further planning and composing.
		
		Types of texts can include:
		» descriptions
		» reflective journals, diaries (recount)
		» instructions, directions (procedure)
		» information reports
		» explanations
		   e.g. A poster detailing the impacts of different lifestyle choices.
		
		Vocabulary knowledge entails not only conceptual understanding but also connotation, grammatical context and collocation.
			» Give ākonga opportunities to write frequently to develop writing fluency.
			» With ākonga, identify the audience and purpose for each piece of writing. Use some of these questions on Purpose and Audience.
			» Use a thinking tool like de Bono's OPV (Other People's Views) to consider how different audiences might respond to a text.
			» Encourage ākonga to create written records of ideas, notes, discussion points and questions which they may want to call on for later use. Model this behaviour.
			» Provide opportunities to discuss and rehearse ideas in pairs or in small groups before writing.
			» Provide templates (or graphic organisers) that match the text type. To argue an opinion, you could use an acronym like CERCA to serve as a template:
			  › Claims
			  › Evidence
			  › Reasoning
			  › Counterargument
			  › Audience
			» Provide templates that reflect the organisation of a paragraph.
			e.g. When discussing a leadership skill, this could look like:
			  1. Here is a factor e.g. leadership.
			  2. Here is how it has been applied.
			  3. What were the outcomes of this?
			
			  Alternatively, use TEXAS (developed for History but useful for some writing in other learning areas).
			» Plot key words on clines (formal to informal; friends to unknown unfamiliar audience, etc).
			» Provide or co-construct checklists for ākonga[2] to revise and edit their work. (See examples of checklists for Instructional writing, Descriptive writing and Argument, (potentially to prepare for a debate on a health issue). Sport NZ has a checklist for writing an instruction or procedure text.

| Big Idea 2: Ākonga use written language conventions appropriately to support communication. | Ākonga: develop their expertise in sentence construction, grammar, punctuation, spelling, word choice. | Sentence structures include:
» Simple sentences
» Compound sentences that use coordinating conjunctions such as "but", "as", "yet" which allow the reader to unify two related points often for greater detail. These can be useful in reflections for greater depth of explanation.
» Complex sentences like those that use "because" or "while" to combine two different but connected ideas

Challenges related to grammatical structure include:
» Nouniness, which refers to the number of elements that precede and follow a noun.
e.g. The different [parts] of the body, including your core. These elements provide specificity. This is a factor in lexical density.
» High lexical density, which refers to the high ratio of content words (nouns, adjectives, verbs, adverbs) to function words (pronouns, prepositions, conjunctions etc).
» Modal verbs, which are important ways to signal:
› Possibility e.g. "could impact"
› Deduction e.g. "may mean"
› Expectation e.g. "will mean that"

» Other features:
› Punctuation marks are meaning-making devices.
› Spelling has impact on a reader. | » Deconstruct and reconstruct sentences so ākonga can see what complex sentences and their parts do.
» Scaffold ākonga to write increasingly specific noun phrases by adding adjectives (premodifiers) before the head noun and phrases or clauses after the head noun (postmodifiers).
» Have ākonga consult the Academic Word List as a resource for word choice.
» Expand ākonga knowledge of understanding word families for general academic words, (e.g. demonstrate, demonstrates, demonstrated, demonstration).
» Plot modal verbs on clines (highly likely to unlikely, etc).
» With ākonga, identify chains of verbs through a text and unpack verbs alongside them.
» Draw the attention of ākonga to the function of different punctuation marks with a fill in the blanks activity to illustrate the importance.
» Encourage ākonga to mark words for later checking. |

---

[2] (Rowlands, 2007). https://www.jstor.org/stable/30046754

References and sources of further information

deBono. (n.d.). *OPV Lesson Workcard.* deBono. https://www.debono.com/de-bono-thinking-lessons-1/7.-OPV-lesson-workcard

Dymock, S. & Nicholson, T. (2010). "High 5!" Strategies to enhance comprehension of expository text. *The Reading Kaiako*, 64(3), 166-178. https://doi.org/10.1598/RT.64.3.2

Feekery, & Jeffrey, C. (2019). A uniquely Aotearoa-informed approach to evaluating information using the Rauru Whakarare Evaluation Framework. *Set: Research Information for Kaiako* (Wellington), 2, 3–10. https://www.nzcer.org.nz/system/files/journals/set/downloads/Set%202019_2_003_0.pdf

Rowlands, K.D. (2007). Check it out! Using checklists to support student learning. *The English Kaiako, 96*(6), 61-66. https://www.jstor.org/stable/30046754

Te Herenga Waka. (n.d.). Sublists of Academic Word List. https://www.wgtn.ac.nz/lals/resources/academicwordlist/publications/awlsublists1.pdf

Victoria State Government. (2020). Note-taking and summarising texts. Literacy Teaching Toolkit.
https://www.education.vic.gov.au/school/kaiako/teachingresources/discipline/english/literacy/Pages/note-taking-and-summarising-texts.aspx